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ABSTRACT

Three evaluation forms are contained in this publication by the Winston-Salem/Forsyth Metric Education Project to be used in conjunction with their materials. They are: (1) Field-Test Materials Evaluation Form; (2) Student Materials Evaluation Form; and (3) Composite Materials Evaluation Form. The questions in these forms are phrased so they can be used in evaluating a variety of instructional materials. (MP)

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METRICS THE MEASURE OF YOUR FUTURE

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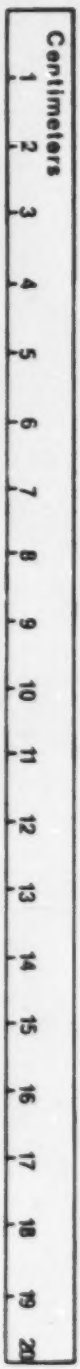

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MATERIALS EVALUATION FORMS

Dr. Joan B. Troy, Consultant

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Instructional Materials Development Center
2720 South Main Street
Winston-Salem, North Carolina 27107

For use in the Winston-Salem/Forsyth County School System

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SE 080 404

FIELD-TEST MATERIALS EVALUATION FORM

Title_____Type_____
Author_____Distributor_____
Fill in this form giving your opinion based on your classroom try-out of the material.

Recommended age level_____
Time needed to use properly:_____

Objective(s) appropriate to this material_____
_____

Proposed grouping(s): Small Group____Large Group____Individual____
Other_____

Proposed use(s): Introduction____Reinforcement____Review____
Entertainment____Motivation____Other_____

YES NO

Physical Characteristics

___ ___ a. Is the material an appropriate size? (Consider storage, the way it will be used, is the length overwhelming to a student, etc.)

___ ___ b. Is it durable? (Consider sturdiness, soilability, etc.)

___ ___ c. Can it be reused?

___ ___ d. Is it easy to handle and move around?

___ ___ e. Do the visual aspects of the material add to its effectiveness? (type size, quality of illustrations, etc.)

Treatment of Content

___ ___ a. Is the style adapted to the age level of the students who will use it?

___ ___ b. Is the vocabulary appropriate for the students with whom it will be used?

___ ___ c. Is the material adaptable to individual differences? (Examples: Will the material appeal to girls and to boys? Are helps included for slow readers? Are there extra challenges for superior students?)

___ ___ d. Is the content to be communicated presented in terms of problems and activities of the learners?

___ ___ e. Is the content free of irrelevant material?

Student Use

___ ___ a. Do the instructions allow independent use by students?

___ ___ b. Are the instructions for the students clear, concise, and easily understood?

___ ___ c. Are any specialized terms in the students' vocabularies?

___ ___ d. Can the students handle the materials and/or equipment without direct supervision?

Field-Test page 2

YES NO

Student Reaction

___ ___ a. **Did the students enjoy using it?**

___ ___ b. **Did it consistently hold their interest level for the required period of time for efficient use of the material?**

___ ___ c. **Did the responses to the material meet with your expectations?**

Describe any further strengths of the material_____

_____

_____

_____

Describe any further weaknesses of the material_____

_____

_____

_____

Based on your experience with the material, check one of the following:

_____ Necessary regardless of budget
_____ Excellent - include even with a limited budget
_____ Good to include, but carefully consider if budget is moderate
_____ Re-evaluate carefully before purchasing
_____ Don't purchase

Evaluator_____

Teaching Level_____

Date_____

STUDENT

MATERIALS EVALUATION FORM

Student Name_____ Sex_____

Title of Material_____

School_____ Grade_____

Name of Teacher who gave you the form_____

Date_____

1. What did you like most about this material?_____

_____

_____

2. What did you like least about this material?_____

_____

_____

3. What is your general feeling about this material? (Check one.)

_____ Excellent

_____ Good

_____ Fair

_____ Poor

_____ Useless

COMPOSITE MATERIALS EVALUATION FORM

Type_____ ID_____

Title_____ No. of Copies_____

Initial Cost (for materials and training)_____

Ongoing costs (for expendables, replacements, etc.)_____

Copyright Date_____ Purchase Date_____

Basis for material availability:
Purchase____ Rent____ Lease____ Loan____ Free____

Author_____ Producer_____

Distributor_____

Recommended age level: Distributor_____ Teacher_____

Time Needed to use properly: Distributor_____ Teacher_____

Objective(s) proposed by:
Distributor_____

Teacher_____

Proposed Grouping(s):
Distributor: Small Group___ Large Group___ Individual___ Combination___

Teacher: Small Group___ Large Group___ Individual___ Combination___

Proposed Use(s):
Distributor: Introduction__ Reinforcement__ Review__ Entertainment__
Motivation__ Other_____

Teacher: Introduction___ Reinforcement___ Review___ Entertainment___
Motivation___ Other_____

YES	NO	
___	___	Are published field test results valid and convincing?
		<u>Physical Characteristics</u>
___	___	a. Is the material an appropriate size? (Consider storage, the way it will be used, is the length overwhelming to a student, etc.)
___	___	b. Is it durable? (Consider sturdiness, soilability, etc.)
___	___	c. Can it be reused?
___	___	d. Is it easy to handle and move around?
___	___	e. Do the visual aspects of the material add to its effectiveness? (type size, quality of illustrations, etc.)
___	___	f. Are replacement parts available?
___	___	g. Is special equipment necessary for use?
___	___	Is this equipment available?

YES NO

Teacher Aids

___ ___ a. Is the material accompanied by a list of specifice behavioral objectives?

___ ___ b. Is a teacher's manual available?

___ ___ If available, does it provide the teacher with adequate information to effectively use the item?

___ ___ c. Is inservice training of users required?

___ ___ d. Is inservice training of users suggested?

___ ___ e. Is a means of student evaluation included?

___ ___ f. Are follow-up activities provided?

Treatment of Content

(___ ___) a. Is the style adapted to the age level of the students who will use it?

(___ ___) b. Is the vocabulary appropriate for the students with whom it will be used?

(___ ___) c. Is the material adaptable to individual differences? (Will the material appeal to girls and to boys? Are helps included for slow readers? Are there extra challenges for superior students?)

(___ ___) d. Is the content to be communicated presented in terms of problems and activities of the learners?

(___ ___) e. Is the content free of irrelevant material?

Management of Content

___ ___ a. Are the index and/or table of contents complete and easy to use?

___ ___ b. Are difficult and unusual words included in a glossary?

Mechanical Standards

___ ___ a. Is the type clear and plain?

___ ___ b. Is the type sufficiently large?

Student Use

(___ ___) a. Do the instructions allow independent use by students?

(___ ___) b. Are the instructions for the students clear, concise, and easily understood?

(___ ___) c. Are any special terms in the students' vocabularies?

(___ ___) d. Can the students handle the materials and/or equipment without direct supervision?

Student Reaction

(___ ___) a. Did the students enjoy using it?

(___ ___) b. Did it consistantly hold their interest level for the required period of time for efficient use?

(___ ___) c. Did the responses to the material meet with your expectations?

Based on teacher experience with the material, check one:

(_____) Necessary, regardless of budget

(_____) Excellent, include even with a limited budget

(_____) Good to include, but carefully consider if budget is moderate

(_____) Re-evaluate carefully before purchasing

(_____) Don't purchase

SPECIAL TYPES OF MATERIALS

YES NO

Textbook

___ ___ a. Does the text interpret curricular objectives of the subject as prescribed by the course of study?

___ ___ b. Are illustrations, maps, sketches, tables, and graphs used to supplement printed matter? (Select any ten pages in the text and tabulate the pages that have no illustrations, that have only one, and that have more than one.)

___ ___ c. Are suggested related activities practical?

___ ___ d. Do suggested related activities add information not given in the text?

___ ___ e. Do well-organized summaries and/or reviews appear at the end of chapters and units?

___ ___ f. Do bibliographies include up-to-date materials, both printed and audiovisual?

___ ___ g. Is there enough spacing between lines to make the text easy to read? (As a guide, 4 inches of vertical space should include no more lines than the following number for each level: under seven years, ten lines; seven to nine, twenty; nine to twelve, twenty-two; and above twelve, twenty-four lines.)

___ ___ h. Is the paper of good weight and durability?

Motion Pictures

___ ___ a. Are picture images sharp?

___ ___ b. Is the sound intelligible and realistic?

___ ___ c. Is there sufficient action?

___ ___ d. Is continuity natural and understandable?

Models, displays, games, kits, etc.

___ ___ a. Are labels easily readable?

___ ___ b. Does the material contain sufficient details?

Filmstrips, slides, etc.

___ ___ a. Does it use type size that is legible from the proposed viewing distance?

___ ___ b. Is photographic quality acceptable? (look at sharpness and composition.)

___ ___ c. Are items available in units or well-organized sets?

___ ___ d. Is the designated continuity of pictures appropriate for the teaching objective(s)?

___ ___ e. Are the captions and explanations readable and suitable for the teaching objective(s)?

Audio Programs

___ ___ a. Are the sound effects realistic?

___ ___ b. Is speech crisp and intelligible?

___ ___ c. Is continuity between parts or sections unmistakable?

___ ___ d. Is the program free of conflicts between background sound and speech or dialogue?

YES NO

Graphic Charts and overhead projector transparencies

___ ___ a. Are symbols understandable by the learners who are to observe them?
___ ___ b. Will it be relatively easy for the teacher to bridge the gap between graphic symbols and the real situation?
___ ___ c. Are labels readable at the desirable viewing distance?
___ ___ d. Is appropriate action implied?

Visualized programmed learning sequences and media packages

___ ___ a. Are the steps in the content small enough to minimize errors?
___ ___ b. Is the balance between verbal and graphic or pictorial symbols appropriate to the objective(s)?
___ ___ c. Are components of the program such as directions and motivation sections, response sheets, and hardware components, if required, well articulated and simple to use?

OPINIONS

Expert: _____

Student: _____

Teacher: _____

TYPE DEFINITIONS

1. Charts or Posters. Material which is presented visually in graphic form. A chart summarizes material into a concise representation. A poster may portray one idea or a group of ideas.

2. Classroom Resource. Material which contains information for the teacher. This type of material may simply provide background information and may or may not actually contain material for use with students.

3. Diagnostic Test and/or Inventory. Tests that accompany commercial programs, and are used as a pre and post test of student progress in a particular program.

4. Duplicated Materials. Material that comes in units which must be run on a duplicating machine of some kind before it is ready for student use.

5. Filmloops (8mm). Material that consists of single concept films in a continuous loop, sound or silent; color or black and white.

6. Filmstrips and/or Films. Material that consists of filmstrips or films, with or without audio portion; color or black and white.

7. Flannel Board. Material containing parts which have a backing that will adhere to a flannel board.

8. Games and Aids (Models). Instructional material in game format, or material used as an aid to teach a concept, or models that are to be put together.

9. Kits. Material which is assembled so that everything necessary for teaching is included in a total package. The exercises are on separate cards. The student does the exercise on one and goes on to another, or responds in some manner to material presented on separate cards.

10. Manipulatives. Any material that requires students to work with their hands (other than paper-pencil) to manipulate some kind(s) of objects in order to make either part or all of the response required.

11. Prepared Cards. Materials presented on cards which requires student response of some kind. E.G., flash cards.

12. Programmed Machine. Material which is used with a machine of some type. The machine can be manually operated.

13. Programmed Paper. Material which is programmed but in paper form and is used without a machine.

14. Reinforcement Book. Any book type material other than regular subject matter texts.

15. Records. Instructional material which has been prepared in disc form.

16. Record/Worksheet-Workbook. Instructional material prepared in a combination format of a record and worksheet or workbook.

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TYPE DEFINITIONS (continued)

17. Study Prints and Pictures. Material consisting of pictures and prints which may have questions to stimulate study or discussion on the reverse side of the print or the picture.

18. Tape. Material prepared for use on tape and requiring a reel or cassette player or recorder.

19. Tape/Worksheet-Workbook. Instructional material prepared in a combination format of a tape and worksheet or workbook.

20. Textbook. Any material that is academic in nature (imparts subject matter information) and is used for reading and/or discussion by the students.

21. Transparency. Material which consists of teaching transparencies prepared for the overhead projector.

22. Workbook-Worktext. Material which consists of the following:
    Workbook - accompanies a basal text, not to be used independantly from the rest of the program.
    Worktext - may coordinate with a basal text but may also be independant material that requires the student to read material and then respond in worktext. It is more like a regular textbook, except that the student writes in it, and it is, therefore, consumable.

23. Worksheets (Prepared). Material which consists of single or multiple pre-printed sheets that are ready for use by the student.

BY _____ WINSTON-SALEM/FORSYTH COUNTY SCHOOLS PROJECT _____

DATE _____ BID COMPARISON FOR: _____

SUPPLIER / FEATURES					

*DENOTES RECOMMENDED SUPPLIER

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